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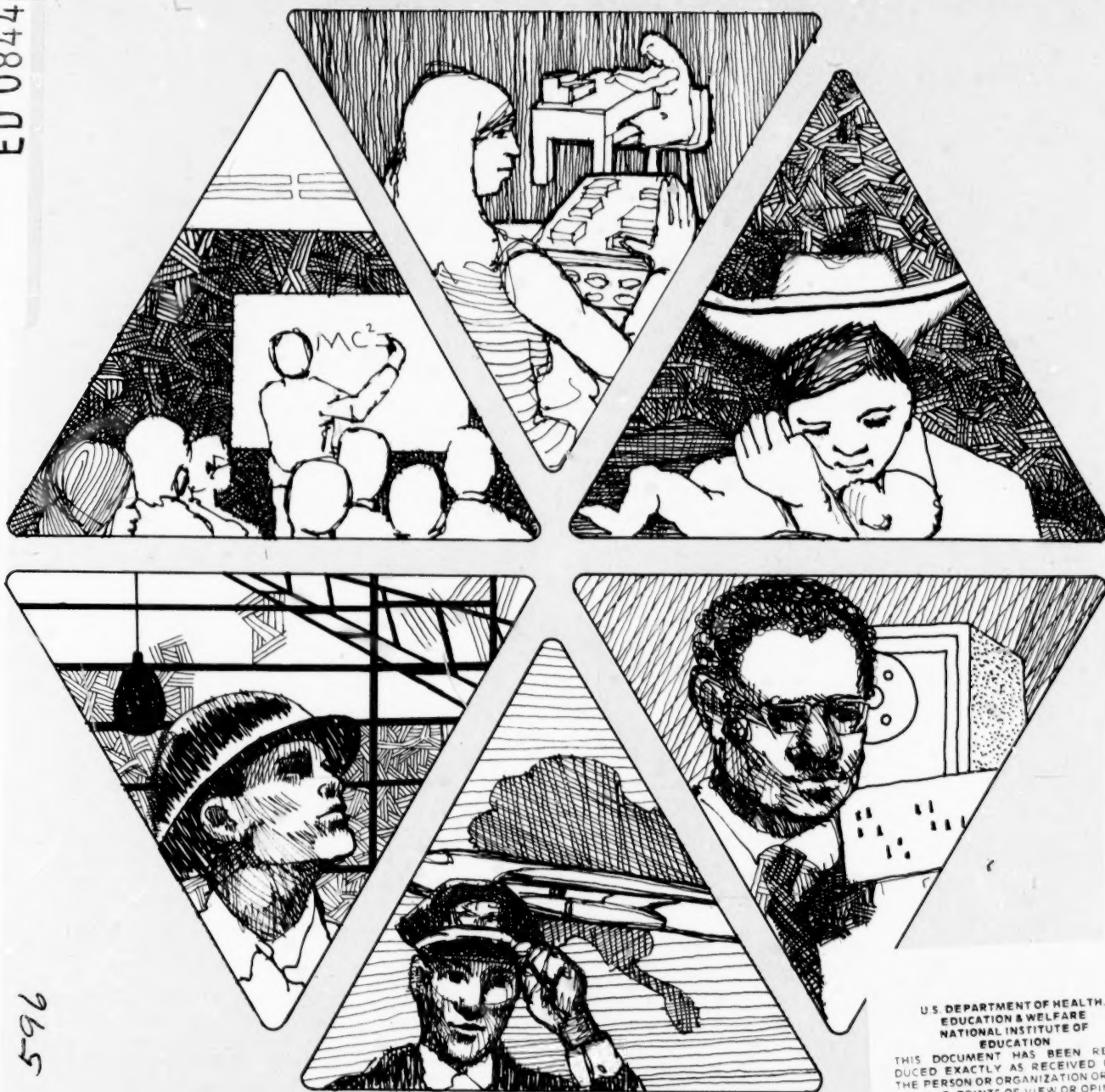
CE 000 596

TITLE Career Development--Up Close and Personal.  
INSTITUTION Texas Advisory Council for Technical - Vocational  
Education, Austin.  
PUB DATE [73]  
NOTE 30p.  
EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS Adult Education; Career Choice; Career Education;  
\*Career Planning; Careers; Continuation Education;  
Employment Opportunities; Job Application; Job  
Development; Job Skills; \*Job Training; \*Labor  
Market; \*Occupational Guidance; \*Occupations;  
Technological Advancement  
IDENTIFIERS \*Career Awareness; Texas

ABSTRACT

The Advisory Council for Technical-Vocational Education in Texas, which produced this publication, feels that career development is imperative to meet economic and industrial needs as well as individual needs. Topics discussed in the booklet are career development, labor market information, the different training required by different occupations, and the problems involved in job hunting. Tables included indicate existing and projected employment in Texas by occupational categories and by industry, numbers of persons licensed by the various Texas State licensing boards, and yearly trends in the numbers of professional personnel in Texas public schools. This booklet would be of interest to students as well as school counselors. (EA)

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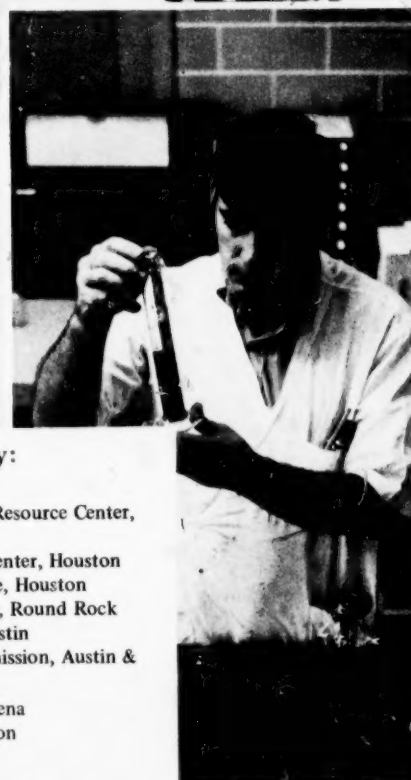


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# Career Development...

...Up close and Personal

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## Cover...

Designed by the Texas Education Agency Resource Center, the cover depicts that career development is for "all students" regardless of their career goals.

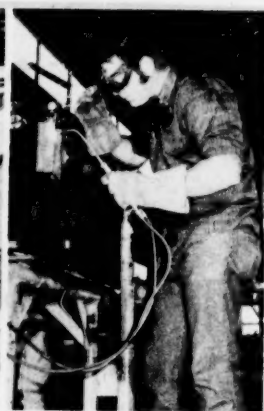
## About the Authors...

This publication is produced by the Advisory Council for Technical-Vocational Education in Texas. The Council is responsible for planning, evaluating and making recommendations to the State Board of Education for the development of programs to train manpower, through education, to further industrial and economic development in the State of Texas. To meet economic and industrial needs as well as the needs of each individual, the Council believes that career development is imperative.

## Acknowledgements...

A special thanks is extended to those individuals who gave of their time in the research, critiquing, design and production of this publication.

Questions or further information about career development can be answered or obtained by writing the Advisory Council at P. O. Box 1886, Austin, Texas 78767.



## Foreword...

Technological changes occur so rapidly that Congress has just established its own staff office of Technological Assessment. Moon walks, laser beams, heart transplants and computers are resounding attributes to an ever growing and changing technological society.

The world as we know it today would appear as foreign to our ancestors as the moon most certainly did to Neil Armstrong on that historic day in 1970. The extreme corners of the earth are no farther apart than the few steps involved in reaching a television or telephone.

Today's revolutionary changes brought about by advances in science and technology are having profound effects upon the career decision making process faced by American young people. Such decisions are becoming extremely complex.

Occupations characteristic of the days of our fathers and grandfathers have given way to highly sophisticated mobile careers. As a result, the pressure for earlier and better career choices has intensified and the need for a greater number of alternatives for further education and training to meet the needs of the individual and economy has been expedited.

*Because the career pendulum today swings in an exceedingly wide area, education for education's sake no longer is an automatic passport to success. Obsolete skills or those in oversupply often spell frustration. As a result, wise and informed career planning is imperative if an individual is to find meaningful employment.*

On the pages that follow, an attempt will first be made to convey the "need for and direction of career development." Information in the last three sections is supportive material for the career planning process.

Counselors and educators are encouraged to use the concepts conveyed in this publication as well as in those in the bibliography in the planning and management of "guidance services." How well students are prepared for the work world is dependent greatly upon an interaction between the students, counselors, teachers, employers and parents.

# The 'Why' Behind Career Development

Why do we need Career Development? Career development is needed to overturn a great mismatch between the educational programs being pursued by the majority of students as compared to existing and projected job demands.

## The Great Mismatch

U. S. Office of Education (USOE) figures reveal that 75 percent of this nation's students are in programs aimed eventually toward college degrees. But yet, the U. S. Department of Labor (USDOL) reports that 80 percent of all jobs require less than college degrees.

On the surface, this mismatch may seem insignificant. Its significance, however, becomes evident when a closer look is given the skill requirements needed for most jobs as compared to the skills most students are obtaining in the classroom.

## A Greater Diversity of Skills

The steady decline in jobs requiring little or no skill to perform coupled with the increasing complexity of new jobs replacing old ones as the result of automation and technological changes has prompted most employers to require a greater diversity of skills on the part of new workers.

As in the past, today's employer still wants a worker prepared with basic or what is traditionally called academic skills. English, math, science, etc., are vital to work preparation.

For the majority of today's jobs, however, employers are requiring that

these academics be supplemented with a wide range of "specific skills" traditionally acquired through vocational or technical programs. Specific skills are those skills needed to perform a group or series of tasks associated with a "particular" job or career.

An example of specific skills can be found with a draftsman. To function on the job, a draftsman must be able to use instruments such as compasses, dividers, protractors, templates and triangles as well as machines that combine the functions of several devices.

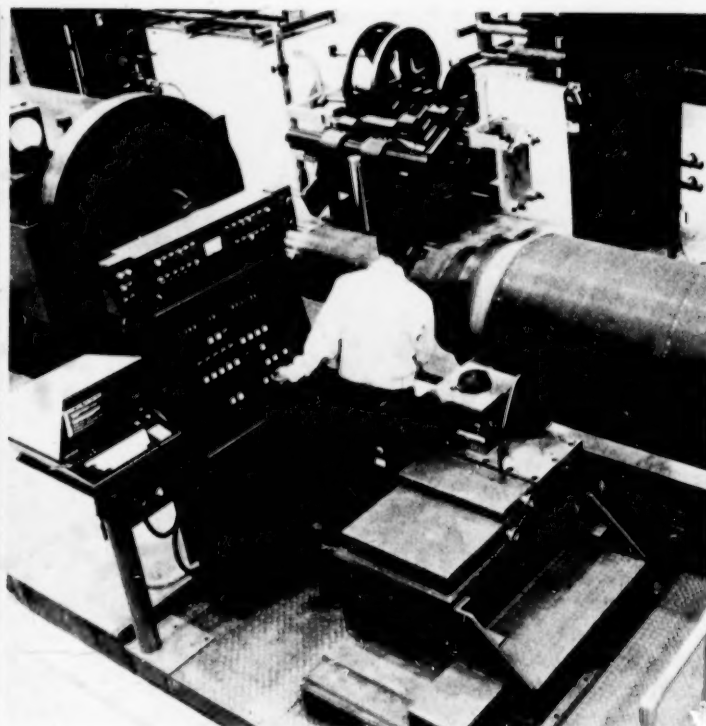
In addition to "academic" and "specific" skills, employers are also requiring certain "employability skills" to include dependability, honesty, job appreciation, promptness and initiative. Workers must also be able to demonstrate their responsibility.

At the 1973 Governor's Conference on Technical-Vocational Education held February 27-28 in Austin, an employer commented that "2/3 of all people who get fired do so because of improper attitudes and work habits."

Depending upon the jobs to be filled, a worker must have varying mixtures of basic, specific and employability skills. It would be beneficial to an individual if a substantial amount of these skills were developed prior to entering the work world full time.

## The Problem

Today, most students are obtaining the basic or academic skills. They are not, however, obtaining the specific and employability skills.



The complexity of today's work world, symbolized by the diverse jobs and skills involved in putting a man on the moon or in operating a gas turbine plant, makes career development imperative if people are to avoid unemployment, underemployment or lifelong frustration.

The reason for this lies with the popularity of a college education. Programs aimed eventually toward college degrees emphasize academics rather than vocational-technical skills.

Compounding this "great mismatch" is over 80 percent of all students leaving the education system at some point prior to a college degree. This means "double trouble" for many people simply because they neither have a college degree nor have they had vocational or technical training.

#### The Unhappy Result

"The unhappy result," says President Nixon, "is high numbers of able people who are unemployed, underemployed, or unhappily employed." Unemployment among young people during any given month of the year, based on USDOL figures, will range anywhere from 12 to 35 percent.

Figures on underemployment are not kept. However, the tremendous surplus of job seekers to jobs available in some career fields indicate many people, if not unemployed, are at least forced to take jobs below their capabilities or

qualifications.

USDOL figures reveal there were over 40,000 college degrees with majors in history granted in this country last year, but there were only 800 jobs requiring their specialties. So most of these people must take jobs outside their field of preparation if they want to earn a living.

Economists say problems such as unemployment and underemployment are not new, but unlike the past, they are more acute today, and unless corrective action is taken now, will become even more acute in the years ahead as jobs become more complex.

#### Career Development is Answer

The search for the best means of "corrective action" has prompted many educators as well as non-educators to look favorably at "career development." Its concept is based upon the school, home, and community working together to insure that students' educational experiences are related to his or her needs as well as the needs of the economy. Henceforth, a look at career development.

# A Look at Career

## Who needs it?

Career development is a "continuous step-by-step process" which begins in early childhood and continues through adulthood aimed at helping people:

- match themselves with careers "in demand" in the work world that match their interests, abilities, aptitudes and circumstances and that will motivate them to perform to their maximum capabilities.
- know which skills to develop that are necessary to function in these careers "in demand" in order that they are employable when they exit the education system for the work world.
- develop a sense of "flexibility" which will enable them to adapt to a constantly changing work world throughout their lifetime.

This process is directed at reducing future occurrences of unemployment and underemployment which presently haunt countless Americans who are not just school dropouts but also high school and college graduates as well. It is also aimed at reducing an alarming school dropout rate by making education more relevant to the needs of all students.

Fig. 1 shows the various steps of career development. The first few steps involve obtaining an awareness of the

world of work as well as an orientation, investigation and exploration of the many careers that comprise the work world.

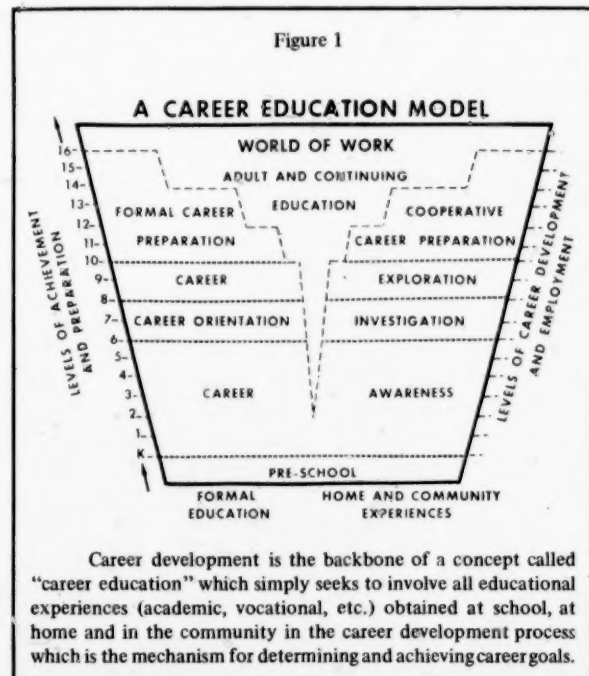
Exposure to the world of work and its many careers during these steps is achieved through school, home and community (business & civic) activities which will be discussed shortly. All lines within the boundary of the model in Fig. 1 are broken indicating movement horizontally and vertically, as needed.

Not all career fields offer good opportunities for finding jobs nor are all careers appealing to all students. Progressing through these steps, students will determine which careers are related to their interests, abilities, aptitudes and circumstances as well as which careers offer the best opportunities for employment.

Students will also discover the skill requirements for different careers. They will determine the amount of education and training needed to develop these skills.

Through this exposure, students would be in a good position to make realistic decisions about their future based on their needs as well as the needs of the economy. They would then begin developing the skills needed to function in a

Figure 1



career or careers of interest to them during the "preparation stage."

The remaining key steps in career development are the "world of work" and "adult and continuing education." As shown in Fig. 1, these segments occur at all levels depending upon the needs of each individual.

For students becoming aware of and investigating different careers, the world of work provides an ideal opportunity to look at and explore different jobs in their natural setting. For students in the preparation stage, the world of work may be necessary to develop some skills needed to function in a career.

It should also be pointed out that some students may want or need to enter the work world either part or full time earlier than other students.

In regard to "adult and continuing education," some students, once they have entered the work world, may want to go back to school for additional education, an upgrading of skills or retraining in an effort to keep pace with their needs or the demands of a changing economy.

For some people this may require developing skills obtained in college while for others it may involve developing or refining skills normally acquired during the career awareness years at the lower grade levels as shown in Fig. 1.

The "world of work" and "adult and continuing education" as shown in Fig. 1 tend to split the model in half. This is not to indicate that the school should work separately from the home and community or vice versa. The split only serves to indicate that these steps occur at all levels.

Fig. 1 shows career development as it should ideally occur. Any segment of career development, however, can occur at any time based on individual needs.

Presently, most Texas high school students have had limited exposure to career opportunities; therefore, these students should undergo the various stages of career development before it is too late.

Career development as shown in Fig. 1 is not a total part of the education system in Texas. Numerous demonstration projects similar to this model have been



Exposure to the world of work and its many careers through classroom, home and community activities is one of the objectives of the career awareness stage.

started, however, and are well down the road to success in some school districts.

A close look will now be given each of the development steps as well as the role of the school, home and community in the career development process.

#### Career Awareness

The objectives of career awareness are to develop an awareness of careers, understanding and appreciation for the dignity of work, and the personal and economic relationships of work.

It is not the intent of career development at this stage to force a young person into an early career decision, but rather to begin building a foundation on which a later "wise" career choice can be made. Students may arrive at career decisions in junior high school, high school, college, or later in life.

The responsibility of career awareness

rests primarily upon teachers. They must incorporate the objectives of awareness into all education experiences.

An example of career awareness can be found with learning the "ABC's." As students are taught the letter "A," its sound and word association, the teacher then asks the students to name occupations that begin with the letter "A"---architect, aircraft mechanic, airline pilot, etc. This is done throughout the alphabet resulting in a greater career awareness.

Students can also be taught, among other things, that "learning basic academic skills---reading, writing, spelling, math, etc.---are necessary for all types of jobs."

These experiences will convey to students that work is not drudgery or something undesirable and that man is more than a machine.

It is important that students are taught during the career awareness years that there are certain "employability skills" required for all careers. These skills include dependability, honesty, promptness, initiative, and workers must also be able to demonstrate their responsibility.

Teachers should devise exercises or other means of instilling these skills in each student. Such skills as dependability and promptness can be instilled by relating the importance of "regular school attendance" and completing "homework on time" to the work world.

Workers who are constantly late in getting to work or who show little initiative or promptness in doing their work will not last long on the job. A lack of employability skills contributes to such factors as "absenteeism."

A Texas manufacturing plant reported a 13 percent cost overrun in production during just one week last year due to "absenteeism" on just one assembly line. Employers cannot afford to keep people on the payroll who do not possess these employability skills.

Students must understand the "why" behind these skills, and also that these skills are not obtained overnight but are the products of habit and self-discipline that come with performing these skills over long periods of time.

Field trips into the community, students dressing up and playing different workers, workers coming into the classroom to explain their jobs, and parents working with their children at home or at work to develop an understanding of the world of work, serve to re-enforce the awareness stage.

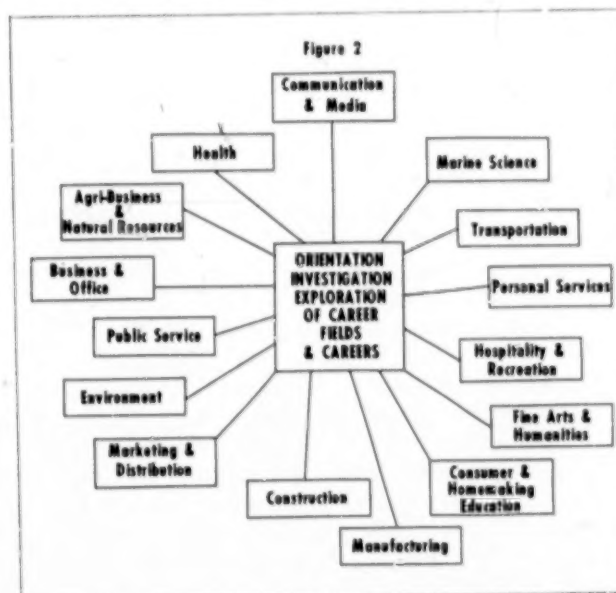
#### Orientation-Investigation-Exploration

During the career orientation, investigation and exploration stages, students should gain wide exposure to a variety of careers, their requirements and rewards.

This is achieved through exposure to current informational materials such as handbooks, films, magazines and observing work in its physical setting via field trips into the community. Counselors should work closely with teachers and parents as well as other segments of the community to insure students obtain this exposure.

Through this exposure, students learn that there is more than 20,000 careers from which to choose and that all careers are grouped into 15 basic clusters or career fields as shown in Fig. 2.

For example, within the health field,



The U. S. Office of Education groups the more than 20,000 careers that comprise the work world into 15 basic families or clusters.



Students should examine the many careers within each cluster as a means of determining which careers best serve their needs. Students interested in the health field, for example, should examine before making decisions (top 1-r) the inhalation therapist, biomedical technician, physical therapist and dental surgeon. They should also look at (bottom 1-r) the doctors, nurses, technicians and aides involved in an operation, as well as the orthopedic and laboratory technicians, etc.

students will learn there is more to the work world than a doctor, dentist or nurse. They will learn about the EEG and EKG technicians, inhalation therapists, optometrists, podiatrists, dental hygienists, surgical technicians, dental or medical laboratory technicians, physical therapists, pharmacists, speech pathologists, etc.

The list could go on and on and this is just one career field. The reason students should look at as many careers as possible is to better the chances of them finding "just the right career" that will best serve their needs.

As occupational materials are being gathered and the variety of careers come into view, a student should search for answers to the following questions:

1. What fields look especially promising for employment opportunities?
2. What competition will other workers furnish?
3. What type and how much training and education are required to

enter particular careers?

4. How do earnings in certain careers compare with earnings in other careers requiring similar training?
5. What types of employers provide which kinds of jobs?
6. What are the typical environment and working conditions associated with particular careers?

Students will no doubt eliminate some careers they don't like. This is fine because "it is just as important to find out you don't like something as it is to find out you do."

Taking from those careers offering the best job opportunities among other things, students through further investigation can determine which ones are best suited to their interests, abilities, aptitudes and circumstances.

In viewing a career field or career, several factors need consideration. For example, will this field or career (1) utilize my abilities to the fullest, (2) provide interest in work itself, (3) provide satisfaction of performing

worthwhile activity, and (4) provide self-respect.

If possible, students should obtain actual or simulated work experiences in as many careers of interest to them as possible. This can be done through part-time work stations in the community or through school laboratories which exist in a variety of settings such as industrial arts, science, business, and vocational education, etc.

For example, some students may be interested in one or more business careers such as bookkeeping or accounting. Simulated and actual work experiences can be obtained through introductory courses in business administration or vocational office education, and if possible, through part-time employment perhaps as a clerk at a local business establishment.

By getting these experiences, students can further validate their interests in a particular career or careers or they may discover they don't really like



Students, if possible, should obtain actual or simulated work experiences in careers of interest to them to determine their true interests for these careers. This youngster enrolled in an introductory course in business administration while a high school freshman to determine his interest and aptitude for the business field.

or have the aptitude and ability for a particular career. If the latter is the case, students should explore other careers until they do find one or several applicable to their needs.

Employers and teachers should be encouraged by counselors to cooperate because it is important that students determine whether or not they like certain careers before they begin extensive preparation.

### Preparation

After intensive investigation and exploration, students may be ready to make definite career choices. If so, they should focus upon specific preparation.

Career choices will require varying combinations of academic and vocational or technical training. Specific skill training at the high school level can be achieved in a variety of ways such as in laboratories or through cooperative part-time employment at a work station in the community.

Many careers require additional training beyond high school. Training can be achieved through public and private senior colleges, junior colleges, vocational-technical institutes as well as through apprenticeship and on-the-job training programs. (See Different Occupations Require Different Training on page 19.)

It is also important to understand that the amount of skill preparation students undertake and complete determines the type of jobs for which they will qualify. Once students have arrived on the job, their mobility or advancement upward may depend on additional on-the-job training or returning to the formal education system for additional or advanced training.

Students who aren't ready to make definite career decisions but who are interested in several careers, can still move in a forward direction.

Some skills developed in one career field are transferable to other fields or to other careers within one specific field. For example, the ability to work with various types of power and hand tools as well as the ability to understand and practice "job safety"

are applicable to careers within the construction, transportation and manufacturing fields.

An example of "transferability" within one field can be found by looking at health careers. The ability to give immunizations, patient care, and a knowledge of the body's biology are applicable to becoming a doctor, medical technician, dentist, dental assistant, licensed vocational nurse and registered nurse, etc.

The student interested in several careers within a career field but undecided about a particular career, can begin developing a skill or skills applicable to more than one career. Once a definite career choice is made, preparation efforts can be directed toward a specific career.

The advantage of developing these skills even if a definite career choice has not been made is that students assure themselves of being able to get a meaningful job regardless of when they depart the formal education system for the work world.

The development of skills needed to function in a specific career or career field is the fulfillment of one of four options students should have open to them upon graduation from high school. Dr. Sidney Marland, Assistant Secretary of Education, Department of Health, Education and Welfare, says "the students should be able to get a meaningful job that offers a future, go on to college in a two or four year degree program, go on to vocational or technical training, or work and go to school at the same time."

Not one but all of these options should be available. This requires a school curriculum that will meet college entrance requirements as well as provide students with the skills needed to get a job if they decide not to or can't go to college. In many instances this will require taking both academic and vocational or technical courses.

Because some careers require extensive preparation, it would be to the student's advantage to zero in on a specific career or career field at least by the freshman year. Students waiting until their senior year to select a career or field may find



Preparation for careers can be obtained in a variety of settings. This young woman is participating in a vocational drafting course while still in high school. She plans to attend college to become an architect, but presently she is developing skills to insure her employability if she decides not to or can't go on to additional education and training.

themselves "locked out" simply because they didn't begin developing skills at a lower level prerequisite to additional or advanced training for that career or field.

#### Adult and Continuing Education

The final component of career development is "Adult and Continuing Education" which may occur at all levels of achievement and preparation depending upon the individual's needs.

For example, some people, once they have departed the formal education system may want to go back to school to upgrade their skills or retrain in an effort to find meaningful employment or to progress within their field.

An employer in Houston recently commented "we are facing the problem of process or system obsolescence. Jobs are constantly changing or disappearing due to improved methods or replaced pro-

cesses; therefore, we must be concerned with the continued education of adults."

#### Exposure to Materials

There are numerous materials designed to give the student proper exposure to careers and other labor market information. Some are contained in the paragraphs that follow while others are listed in the bibliography.

The Occupational Outlook Handbook, Occupational Outlook Quarterly, and Manpower, published by the U. S. Department of Labor should constantly be made available to students for scanning, investigating and exploring careers.

Regional and state sources such as Area Manpower Review and Texas Employment Outlook to 1975, both published by the Texas Employment Commission should also be used.

School and public libraries have, or should have these materials. If they don't have these materials, then contact the nearest Texas Employment Commission Office.

Counselors and teachers should have a wide range of occupational materials in their office readily available for student use.

The Texas Education Agency, Regional Education Service Centers and commercial companies have numerous materials such as films, magazines, handbooks, etc., explaining the wide array of careers.

Business establishments, state employment services, trade unions, state associations and professional societies are good contacts for occupational information. The phone numbers and addresses of these organizations are listed in the white and yellow pages of local phone directories.

#### Emphasis on Counselor

The fate of today's young people rests greatly with guidance programs. This is especially true at the junior high and high school levels.

It must be the role of guidance services to tie the educational experiences of students together as they progress up the educational ladder. Realistically, however, it's impossible for counselors to sit down with each and

every student and give them the needed guidance and direction they so rightly deserve.

Therefore, counselors will need to encourage teachers, administrators, employers and parents to get involved. It must be a team approach.

Students must recognize and understand the importance of career development and the responsibility of making realistic career decisions. They must be helped to discover careers and the requirements for those careers.

They must know where to get and how to use occupational information materials. Students must understand that the "initiative" for researching occupational materials, mapping out career plans and making career decisions rests with "them."

Students should be encouraged, however, to confront teachers, counselors, parents, administrators and employers when they have questions or need advice. Figure 3 designed by Leon M. Swart, Program Director, Davis-Monthan Summer Youth Program at Tuscon, Arizona, is an ideal checklist for career development.

Supply/Demand information which is vital to "making career plans" is discussed beginning on page 12. "Landing a Job and Progressing In It" is discussed beginning on page 22.

Cooperation and involvement are key elements to helping students. Administrators should be encouraged to hold inservice workshops for teachers and counselors in order that they may both better acquaint themselves with the "world of work" and devise means of implementing career development concepts.

Teachers should be encouraged to relate their classroom instruction to the world of work. They should show students how the knowledge they are obtaining is applicable to "living" and "making a living."

Field trips into the work community should be scheduled by teachers in order that students can see firsthand "work in its actual setting." Employers and workers should be encouraged to come to the school to explain their businesses or jobs and to aid teachers in showing students how math, science, etc., are used in the performance of jobs.

Parents are important because they greatly influence attitude and cooperation. They can also work with their children at home, or by occasionally taking them to work, in scanning, investigating and exploring career materials.

Employers are extremely important. Aside from knowing which careers are in demand, they can be encouraged to provide part-time work stations as well as relating classroom instruction to the work world.

Retired business executives, military personnel, health professionals, and craftsmen are also great sources of occupational information. The best ones still "keep up" on their fields and most retired persons yearn for opportunities to be "useful" and "needed."

#### Aware of Over-Kill

Counselors must also keep keenly aware of the "over-kill" or too many people training in certain career areas and not enough jobs to go around. They must be cognizant of this possibility long before it happens and be able to do something about it as it relates to counseling students. (See next chapter.)

#### Successful Implementation

Successful implementation of "career development" is dependent upon "people" willing to help "people" and the utilization of present resources existing within the "total community." In some instances, it may require a redirection of some resources.

If career development does not exist within a community, then a "concerned individual or group," it matters not who or whom, should "ignite the spark" that will get the process rolling.

The school, home, and community (business & civic) are already there. All it takes is getting these factions together and working for the "betterment of the people and total community."

Imagination and energy must walk hand in hand if counselors, teachers, administrators, parents and employers are to insure that the needs of young people as well as adults are met.

Figure 3: Career Development Outline

- I. Getting A Picture of Work
  - A. Occupations Classified
    1. By interest areas
    2. By level of academic ability
      - a. Training time needed
      - b. Costs of training
  - B. Social and Economic Effects on Occupations
    1. Technological changes
    2. Industrial decentralization
    3. Discovery and depletion of natural resources
    4. Population changes
    5. Transportation
    6. Legislation
    7. War
- II. Making Career Plans
  - A. Self-Appraisal
    1. Personality traits and needs in specific occupational field
    2. Abilities and needs in specific occupational field
      - a. Strengths
      - b. Weaknesses
    3. Interests and effect on life's occupation
      - a. Importance of social status
      - b. Importance of financial reward
      - c. Importance of personal rewards
      - d. Importance of opportunities for advancement
      - e. Importance of level of responsibility
      - f. Importance of educational level including years, cost, need for financial aid, location of training facilities
      - g. Importance of happiness and success in employment
  - B. Make a Check List of Information Necessary for Decision Making
    1. Prospects for employment
    2. Location of work
    3. Nature of work
    4. Personal qualifications needed for employment
    5. Entrance requirements
    6. Preparation needed
    7. Opportunities for advancement
    8. Role of unions
    9. Discrimination
    10. Salary
    11. Other advantages and disadvantages
- III. Testing Career Plans
  - A. Importance of Part-Time Jobs
  - B. Importance of School Subjects—Success or failure in subjects needed as background for the occupations. List jobs and subjects needed for each
  - C. Importance of Leisure-Time Activities
- IV. Securing A Job and Progressing In It
  - A. How to Get a Job
    1. Where to look
    2. Making a resume
    3. Writing a job application
    4. Conducting the job interview
    5. Letters of recommendation
    6. Post-interview evaluation
  - B. How to Hold a Job and Gain Satisfaction From It
    1. Your responsibilities to the job
    2. Employer's responsibilities to you
  - C. How to Improve Yourself on the Job
    1. In-service training
    2. Further education
    3. Taking positive direction from supervisors

# Labor Market Information

## Vital to Career Planning

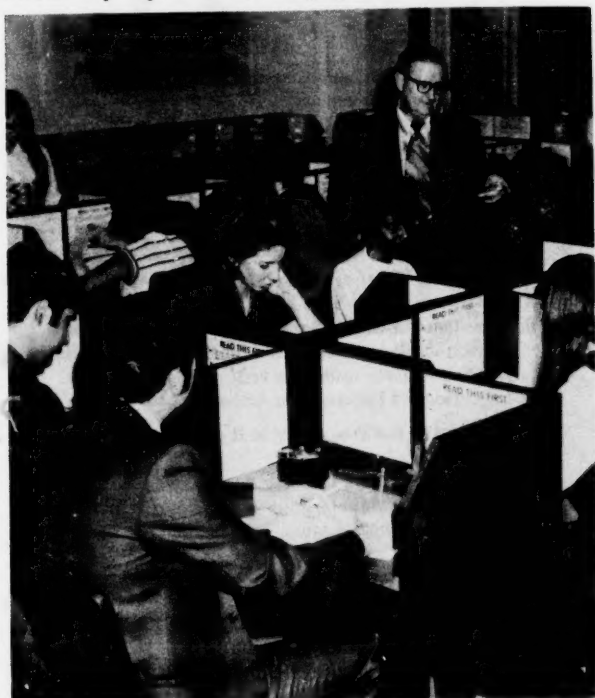
**V**ital to the career development process is current and projected supply/demand information.

Young people must keep abreast of the number and types of jobs presently existing as well as those projected to be available upon completion of training. They must also keep tabs on the existing and projected competition for these jobs.

Many studies have revealed that young people base their career decisions almost entirely upon existing job demands rather

than job demands projected to exist when they finish training. For someone picking an occupation which requires years of study, this can be disastrous.

In 1965, for example, young people entering college knew there was a shortage of teachers based upon existing demands. Four years later, however, when they finished college the demand was not so great in some job markets resulting in unemployed or underemployed would be teachers.



Labor market information can be obtained from a variety of sources such as an area Texas Employment Commission Office shown above.

### The Gathering of Supply/Demand Information

There is no one publication or central location at the local, state, or national levels where people can determine through one phone call the projected number of jobs for a given year, in a given occupation, in a given area with attached information as to the projected number of people training in that area to fill those jobs.

Presently, there are efforts at the state level to develop a comprehensive supply/demand data gathering and dissemination system; but until such a system becomes a reality, this information must be gathered in bits and pieces.

**A** prime concern of most people is whether or not they will be able to get a job in the area they live or will live upon completion of training. This entails keeping abreast of local developments.

A good approach to gaining an overall picture of labor demands at the local

level is through contact with employment agencies, local employers, and an area Texas Employment Commission Office. Trade and professional associations, unions, or the Chamber of Commerce are often helpful. To determine how many people are or will be training in different occupations, contact should be made with local or area training establishments (public and private).

From an individual standpoint, gathering employment data doesn't involve contacting everyone in town. Contact need only be made with those agencies, employers, unions or associations, and training establishments which utilize occupations of interest to an individual.

Counselors, of course, will want to gather as much information as possible concerning a wide range of occupations for the benefit of students. This requires a lot of footwork, but in reality, it's the counselor's obligation to insure that as many young people as possible have this information.

Among the important facts to be gathered when making contact in the community is past, present, and projected job demands. Contact should then be made with the training facilities in the area to determine how many people are presently or are projected to be training in the occupational areas of interest to an individual.

It is not always easy to gather supply/demand information at the local level. Therefore, regional, state, and national publications should be utilized. These sources reflect national and state employment trends which in turn reflect to a large degree local trends. Based on this data, local needs can be established and documented for future use.

The Occupational Outlook Handbook published every two years by the U.S. Department of Labor and the Texas Employment Outlook published by the Texas Employment Commission deal with present and future labor market trends and demands. From these sources, for example, young people can determine the approximate number of engineering, electrician, welding, or teaching jobs that will be available on a yearly basis as far off as 1980. A rough estimate can also be gained as to the competition for these jobs.

The Texas Employment Outlook will be updated and released in 1974 with projections through 1982. TEC also publishes the Area Manpower Review which deals with labor demands at the regional level.

Because there is also the unexpected in our society such as war, disasters, prolonged economic depression, major scientific and technological breakthroughs, etc., labor market projections sometimes have a way of going astray. The Occupational Outlook Quarterly and Manpower are just two of many existing publications by the Department of Labor that deal with current employment trends and problems.

Newspapers as well as local, state and national magazines often carry up-to-the-minute job information and projections for the future. Counselors should insure that their own personal library is well stocked with publications that deal with current and long range labor demands. The names and addresses of many good sources appear in the back of this publication.

#### A Look at the Labor Market

The remainder of this section will be devoted to a brief look at the labor market's structure as well as Texas employment trends. An understanding of these factors is vital to wise and informed career planning. The following information deals with Texas figures and trends.

The labor market is broadly broken down into Industrial and Occupational Profiles. The Industrial Profile deals with where people work such as in Agriculture or Real Estate while the Occupational Profile deals with the number of people who are professional, technical, or skilled workers.

#### Goods and Services

In studying the state's industrial composition to determine where the jobs are now and will be in the future, industries may be viewed as either being involved in the production of Goods or Services. All jobs fall under one of these two headings.

**M**anufacturing, Contract Construction, Mining, Agriculture, Forestry and

Table 1  
Employment and Projected Employment in Texas by Industry

| Industry                                                      | 1968      | %     | 1975*     | %     |
|---------------------------------------------------------------|-----------|-------|-----------|-------|
| Agriculture, Forestry                                         | 294,000   | 7.1   | 278,300   | 6.8   |
| Mining                                                        | 104,800   | 2.5   | 97,700    | 2.1   |
| Construction                                                  | 281,200   | 6.8   | 329,700   | 7.1   |
| Manufacturing                                                 | 735,600   | 17.9  | 775,200   | 16.8  |
| Transportation, Community,<br>Public Utilities                | 279,200   | 6.8   | 292,500   | 6.3   |
| Wholesale Retail Trade                                        | 958,600   | 23.3  | 1,100,000 | 23.8  |
| Finance, Insurance, Real<br>Estate                            | 177,400   | 4.3   | 211,200   | 4.6   |
| Service (Medical, educational<br>legal, hotel services, etc.) | 1,069,400 | 25.9  | 1,273,400 | 27.5  |
| Gov't Public Administration                                   | 221,000   | 5.4   | 268,400   | 5.8   |
| Total                                                         | 4,121,200 | 100.0 | 4,626,000 | 100.0 |

\*Projected

Table courtesy Texas Employment Commission

Of the nine industries, the percentage of employment when compared to the total work force will increase in four areas and decrease in five areas by 1975.

Fisheries are Goods Producing Industries. Service Producing Industries include Transportation, Communication and Public Utilities, Wholesale and Retail Trade, Finance, Insurance and Real Estate, Services and Public Administration.

Table 1 shows numerical percentage breakdowns of work force participation in the respective industries in 1968 along with projections for 1975. By 1975, it is estimated that 68.3 percent of the labor force will be involved in Service Producing Industries. This is about a three percent rise over 1968.

In 1968 there were 192 service jobs in Texas for every 100 goods producing jobs. This ratio is expected to be better than two to one by 1975 or 215 service jobs to every 100 jobs involving the production of goods. The annual growth rate for Service Industries is about 69,000 jobs compared to only 10,000 for Goods.

### Occupational Profile

There are nine major occupational groups in Texas ranging from Professional and Technical workers to farm workers that comprise the Goods and Services work force.

Table 2 reveals that Operatives (semi-skilled workers) was the largest group in Texas in 1968 comprising 16.1 percent of the total work force. By 1975, the number of workers under the Operatives category is due to increase, but will comprise only 15.5 percent of the work force.

Most people are not accustomed to talking in terms of industrial or

occupational profiles. Although all occupations fall under these broad headings, most people are familiar with how people make a living in terms of welders, teachers, draftsmen, engineers, doctors, auto mechanics, etc.

As an example and for the sake of understanding, teachers are a part of the Service Industry in that they render a service by teaching people. They also, as a rule, are grouped under the Professional Occupational Profile Heading primarily due to the nature of training involved in becoming a teacher.

"The Texas Employment Outlook" and "Occupational Outlook Handbook," mentioned earlier, present insights into which industries and occupational profiles various occupations fall. Welders, for example, fall within the Manufacturing Industry and are grouped under the Craftsman Occupational Heading.

Another example of how Texans make their livelihood can be seen by those occupations requiring registration with State Licensing Boards as shown in Table 3. It must be noted, however, that not everyone licensed is working in their occupation.

### Competition for Jobs

Tables 1 and 2 are used only to present a picture of how the work world is broadly structured. These tables do not reflect one of the most important factors in career development that needs consideration before career decisions are made--the competition for jobs within specific career fields.

Table 2  
Existing and Projected Employment in Texas by Occupational Categories

|                                                                                                       | 1968      | %     | 1975*     | %     |
|-------------------------------------------------------------------------------------------------------|-----------|-------|-----------|-------|
| <b>White Collar Workers</b>                                                                           | 1,872,760 | 45.4  | 2,186,580 | 47.2  |
| Professional & Technical                                                                              | 577,860   | 14.0  | 698,820   | 15.1  |
| Managers & Proprietors                                                                                | 394,750   | 9.6   | 428,710   | 9.3   |
| Clerical Workers                                                                                      | 622,070   | 15.1  | 736,040   | 15.9  |
| Sales Personnel                                                                                       | 278,080   | 6.7   | 323,010   | 7.0   |
| <b>Blue Collar Workers</b>                                                                            | 1,451,920 | 35.2  | 1,575,140 | 34.0  |
| Craftsman & Foreman                                                                                   | 579,400   | 14.1  | 643,430   | 13.9  |
| Semi-skilled Operatives                                                                               | 663,510   | 16.1  | 718,810   | 15.5  |
| Laborers (exclusive of<br>farm and mine)                                                              | 209,010   | 5.1   | 212,900   | 4.6   |
| <b>Service Workers (Practical nurses,<br/>guards, waiters, cooks, airline<br/>stewardesses, etc.)</b> | 560,920   | 13.6  | 646,790   | 14.0  |
| <b>Farm Workers</b>                                                                                   | 235,610   | 5.7   | 217,510   | 4.7   |
| Total                                                                                                 | 4,121,210 | 100.0 | 4,626,020 | 100.0 |

\*Projected

Table courtesy Texas Employment Commission

Of the nine occupational categories, the percentage of employment when compared to the total work force will increase in four areas and decrease in five areas by 1975.

TABLE 3

Texas State Licensing Boards and the Number of Persons Licensed in 1972

| BOARD                                                                                                                                                                   | TOTAL           | BOARD                                                                                                                                                                      | TOTAL                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Architectural Examiners Board<br>No. of Licensed Architects                                                                                                             | 3,907           | Board of Barber Examiners<br>No. of Licensed Barbers                                                                                                                       | 21,660                          |
| Board of Chiropractic Examiners<br>No. of Licensed Chiropractors<br>Operating in Texas                                                                                  | 1,121<br>993    | Board of Dental Examiners<br>No. of Dentists Registered<br>No. of Dental Hygienists                                                                                        | 5,151<br>1,236                  |
| State Board of Examiners in Basic Science<br>Prerequisite to becoming a doctor                                                                                          | 1,554           | State Board of Examiners of Psychologists<br>No. of Licensed Psychologists<br>Certified<br>Licensed<br>Psychological Associate<br>Masters degree works under psychologists | 796<br>598<br>331               |
| Board of Engineers Professional Registration<br>No. of Licensed Engineers                                                                                               | 27,200          | Board of Examiners in the Fitting and<br>Dispensing of Hearing Aids<br>No. of Licensees                                                                                    | 402                             |
| Board of Landscape Architects<br>No. of Licensed Landscape Architects                                                                                                   | 524             | Optometry Examiners Board<br>No. of Optometrists                                                                                                                           | 1,050                           |
| Texas State Board of Cosmetology<br>No. of Licensed Operators<br>No. of Licensed Instructors                                                                            | 81,030<br>2,257 | State Board of Pharmacy<br>No. of Pharmacists in Texas                                                                                                                     | 8,981                           |
| State Board of Medical Examiners<br>No. of Physicians                                                                                                                   | 21,547          | State Board of Podiatry Examiners<br>No. of Podiatrists in Texas                                                                                                           | 210                             |
| Morticians Board<br>No. of Licensed Morticians                                                                                                                          | 3,790           | Polygraph Examiners Board<br>No. of Polygraph Examiners                                                                                                                    | 194                             |
| Veterinary Medical Examiners Board<br>No. of Licensed Veterinarians                                                                                                     | 23,090          | State Board of Registration for Public Surveyors<br>No. of Registered Public Surveyors                                                                                     | 1,500                           |
| Vocational Nurse Examiners<br>No. of Licensed Vocational Nurses                                                                                                         | 45,627          | Texas Real Estate Commission<br>No. of Licensed Real Estate Salesmen<br>No. of Licensed Brokers                                                                            | 31,000<br>29,000                |
| Nurse Examiners<br>No. of Registered Professional Nurses                                                                                                                | 54,000          | Plumbing Examiners Board<br>No. of Licensed Plumbers<br>Journeymen<br>Inspector<br>Master                                                                                  | 15,133<br>8,798<br>707<br>5,628 |
| State Board of Licensure for Nursing<br>Home Administrators<br>No. of Licensed Nursing Home Administrators                                                              | 1,735           |                                                                                                                                                                            |                                 |
| State Board of Private Detectives, Private<br>Investigators, Private Patrolmen, Private<br>Guards and Managers<br>Licensed Agencies<br>Private Registered Investigators | 856<br>1,514    |                                                                                                                                                                            |                                 |
| State Board of Public Accountancy<br>No. of CPA's in Texas<br>No. of Public Accountants                                                                                 | 9,856<br>1,372  |                                                                                                                                                                            |                                 |
|                                                                                                                                                                         |                 | Grand Total                                                                                                                                                                | 398,222                         |

Young people planning to be teachers, for example, should know what their chances for employment will be if they decide to pursue that career. They should know how many people they will be competing with for each job.

The U. S. Department of Health, Education and Welfare, for example, reported in May 1973 that there is an overall surplus of teachers on a nationwide basis. In the immediate future, "one potential teacher out of three will have to seek a job elsewhere."

HEW reports that within five years this country may have a surplus of more than a million teachers. The report also indicated that it will be the late 1980's before there will be more jobs available than teachers to fill them.

It should be noted that while there may be an overall surplus within a specific career field, there are also often shortages within specific areas of that field. In teaching, for example, there is a surplus of elementary and secondary general curriculum teachers while there is a greater demand for special education, kindergarten and some vocational-technical teachers.

The competition for jobs within specific career fields will also vary from one state and community to the next; therefore career planners should determine the competition for jobs within the state, community or area that they plan to live and work once training has been completed.

In Texas, for example, the competition for jobs is keen throughout the state but more so in the urban communities. It has been reported, however, that "some" remote rural communities are having some difficulty in finding teachers to instruct in certain "specialized areas of instruction."

Table 4 attempts to convey the supply/demand situation in Texas for public professional educators. It should be noted that the effort at giving a labor study in public education is crude at this point.

All factors which influence the supply/demand have not been considered nor displayed. It is hoped, however, that the effort will serve to illustrate the many factors that do influence a labor market situation.

Information compiled in Table 4 was

gathered and/or based upon data obtained from various Texas Education Agency and Teacher Retirement System publications. The table concerns itself only with public education (K-12).

In putting together Table 4, it was discovered that although the taxpayers of Texas invest nearly \$2 billion annually in education, the data compiled by the Texas Education Agency, higher education institutions, the Teacher Retirement System and others as a rule do not address adequately the supply/demand requirement.

It was cited at the beginning of this chapter that labor market projections sometimes have a way of going astray. This can certainly be true of public education or any other career field; therefore, the factors which influence

such changes deserve consideration.

#### Demand

On the demand side of the labor market picture, the increase or decrease in student enrollments can influence the number of teachers needed. Although not mentioned in Table 4, the public school student enrollment in Texas is due to decrease from 2.8 million in 1970-71 to 2.7 million in 1976-77.

Legislative and policy decisions at state and local levels can also influence the demand for teachers. For example, a decrease in the teacher/pupil ratio, state support of kindergarten, special education and vocational education programs can influence the demand for teachers.

TABLE 4

\*A LABOR MARKET STUDY OF PROFESSIONAL PERSONNEL IN PUBLIC SCHOOLS IN TEXAS 1966-1977

|                                      | 1966-67 | 1967-68 | 1968-69 | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>PROFESSIONAL PERS. EMPLOYMENT</b> |         |         |         |         |         |         |         |         |         |         |         |
| 1 Regular                            | 98,411  | 100,314 | 102,152 | 103,624 | 109,175 | 110,136 | 110,695 | 110,255 | 109,309 | 108,905 | 108,623 |
| Special Educ.                        | 3,468   | 3,973   | 4,431   | 4,921   | 6,514   | 8,566   | 10,400  | 12,150  | 14,050  | 16,100  | 17,900  |
| Vocational                           | 3,859   | 4,120   | 4,308   | 4,551   | 6,015   | 6,800   | 7,590   | 8,233   | 8,984   | 9,792   | 10,673  |
| 2 Other Pers.                        | 16,132  | 16,643  | 19,266  | 19,031  | 18,752  | 15,998  | 16,557  | 16,117  | 15,171  | 14,767  | 14,485  |
| Total                                | 121,870 | 125,050 | 130,157 | 132,127 | 140,450 | 141,500 | 145,242 | 146,755 | 147,514 | 149,564 | 151,681 |
| Growth from Prev. year               | 2,680   | 3,180   | 5,107   | 1,970   | 8,293   | 1,050   | 3,742   | 1,513   | 759     | 2,050   | 2,117   |
| <b>TEACHER RETIREMENT SYSTEM</b>     |         |         |         |         |         |         |         |         |         |         |         |
| 3 Refunds                            | 8,674   | 8,815   | 8,973   | 8,282   | 8,511   | 8,335   | 8,511   | 8,687   | 8,863   | 9,039   | 9,215   |
| Deaths                               | 288     | 305     | 328     | 325     | 320     | 330     | 348     | 366     | 384     | 402     | 420     |
| Retirements                          | 1,287   | 1,290   | 1,540   | 1,539   | 1,765   | 2,232   | 2,470   | 2,708   | 2,946   | 3,184   | 3,422   |
| Disabilities                         | 113     | 120     | 130     | 136     | 145     | 190     | 199     | 206     | 216     | 222     | 231     |
| Total                                | 10,362  | 10,530  | 10,970  | 10,282  | 10,741  | 11,087  | 11,528  | 11,967  | 12,409  | 12,847  | 13,288  |
| 4 Total Teacher Demand               | 13,042  | 13,710  | 16,078  | 12,252  | 19,034  | 12,137  | 15,270  | 13,480  | 13,168  | 14,897  | 15,405  |
| 5 Total Teacher Certificates         | 16,831  | 19,036  | 25,761  | 25,157  | 30,950  | 32,987  | 30,700  | 32,659  | 34,618  | 36,577  | 38,537  |
| Teacher Supply Exceeds Demand By     | 3,789   | 5,326   | 9,683   | 12,905  | 11,916  | 20,850  | 15,430  | 19,179  | 21,450  | 21,680  | 23,132  |

\*Data obtained from Texas Education Agency and Teacher Retirement System. Not all data was available in the above format. Public education professional personnel refunds, deaths, etc. were computed from TRS data which groups as a whole public and higher education professional and non-professional personnel. Also TRS and TEA teacher certification projections for 1973-74 through 1976-77 were not available and therefore were computed based on past and present trends.

|                              |         |
|------------------------------|---------|
| Total Demand 1966-1977       | 158,473 |
| Total Certificates 1966-1977 | 323,813 |
| Total Surplus 1966-1977      | 165,340 |

<sup>1</sup>Elementary and secondary academic teachers, supervisors and counselors, full-time principals and superintendents, and special service people such as nurses, librarians, etc.

<sup>2</sup>Other professional personnel.

<sup>3</sup>Terminations prior to retirement.

<sup>4</sup>Total demand computed by adding the columns "Growth From Previous Year" and refunds, deaths, retirements and disabilities.

<sup>5</sup>Certification by Texas Education Agency to teach in Texas public elementary and secondary schools. Emergency permits not included.

Legislative action in the late 1960's stimulated increases in the demand for special and vocational education teachers as evidence in Table 4 by comparing the years 1969-70 and 1970-71. Note also that while the demand for elementary and secondary academic teachers will decrease between 1970-71 and 76-77, the demand for special and vocational teachers will increase substantially.

Retirements, deaths, disabilities and leavers, etc., also influence the demand. The competition within the economy is yet another factor.

An example of the competition within the economy can be seen by looking at the relationship of salaries in public education and other facets of the economy. As teacher salaries increase at a faster pace than other industries, more people will seek out teaching jobs; thus leaving few teaching jobs unfilled.

If teaching salaries do not increase proportionately with other industries, then many people, as a rule, will go elsewhere or where the money is. This trend would create a general scarcity of teachers or jobs left unfilled.

Another factor that affects the demand is private schools. In many instances they are competing with the public schools for professional personnel.

### Supply

On the supply side of the labor market picture, the return to the work force of qualified personnel will influence the supply. For example, many women teachers return to the classroom after their children have reached school age.

The status attraction and recruitment to the education profession greatly influence the supply. Recent surveys of high school students have revealed that the "teaching profession" is mentioned more often than any other career field as a "career goal."

Public policies influence retirements which in turn influence the supply. Also the competition within the economy, as with the demand, has a bearing on the supply.

In-state and out-of-state migration

of teachers is another factor influencing the supply. More teachers moving into the state than those leaving adds to the keen competition for jobs.

The emphasis placed upon various disciplines in education such as math, science, vocational education, special education, etc., has a bearing on the supply. If more people are training to become elementary teachers than there are jobs available, then naturally the competition for jobs would be keen among these people.

Also in the absence of a realistic supply/demand information system, students may be counseled into an area without regard to a realistic demand for their services. This, unfortunately, is what is happening in public education.

What it boils down to is that young people cannot afford to choose and prepare for careers "blindly." If they are to avoid unemployment or underemployment, they must look closely at the employment situation within each career field from several standpoints---national, state, and local trends.

Career planners looking at teaching, for example, should determine which areas of that profession "are open" and which areas have "few openings."

As was mentioned earlier, supply/demand information must be gathered in bits and pieces. Young people planning to enter teaching, for example, might well contact several school districts in or around the areas they would like to live and work to see what existing employment situations in teaching are like.

Contact might then be made with several training institutions in their area or state that prepare teachers in order to obtain a picture of existing and projected enrollments in the field of education. Contact should also be made with the Texas Education Agency in Austin (Certification Department) to determine the average number of people who are being certified to teach on a yearly basis in Texas and to see if the trend is projected to change.

Current publications published by the Texas Employment Commission and U. S. Department of Labor reflect trends which can help young people in making

career plans. All avenues should be explored before decisions are made because a bad or haphazard decision could haunt an individual for life.

### Occupational Trends

In the professional and technical worker category, manpower needs, according to the Texas Employment Commission, will continue to rise in almost all professional and technical fields; however, the rate of increase will vary among the occupations. For example, there will be a great demand for doctors and other medically related personnel such as nurses and technicians while engineers and teachers might well experience keen competition in their respective fields due to an oversupply of manpower.

Managerial occupations will experience a somewhat slower rate of growth in the 70's. While there will be a likely increase in the demand for salaried managers due to the dependence of business organizations and government on management specialists, there will be a decline in self-employed managers because big businesses such as chain stores, supermarkets, etc., will continue to restrict small independent businessmen.

Clerical occupations include such workers as those who operate computers, office machines, keep records, take dictation, type, etc. As industries employing large numbers of clerical workers continue to expand, many new clerical positions are expected to open. There will be a demand for individuals filing, making up payrolls, keeping track of inventories, and billing customers. These people may have to compete in some industries with electronic innovations that handle processing and repetitive work.

Sales workers are found primarily in retail stores, wholesale firms, insurance companies, real estate agencies, and door-to-door. Because of business expansion, new product development, and construction, the need for sales people will increase. Employment growth for sales people in some areas will be hindered, however, due to self-service

and automatic vending.

Craftsmen include carpenters, tool and die makers, instrument makers, machinists, electricians, plumbers, and typesetters. While industrial growth and increasing business activity will increase growth in this area, technological developments will tend to limit the expansion of the group.

By 1975, service workers which include law enforcement personnel, nurses' aides, barbers, beauticians, caterers, maids and butlers will increase to 15 percent of the total work force. The rising demand for hospital and other health care, the more frequent use of restaurants, beauty parlors, and other services as income levels rise and as increasing numbers of housewives take jobs outside the home, will increase the need for service occupations.

Operative (semi-skilled) workers are involved in assembling goods in factories, driving trucks, buses and cabs, and operating machinery. Despite technology which will reduce employment for some types of operative jobs, the increase in production generated by rising population and rapid economic growth, as well as the increasing trend to motor truck transportation of freight, are expected to be major factors contributing to increased employment in these areas.

Laborers (excluding those in farming and mining) primarily move, lift and carry materials and tools. In spite of rises in construction and manufacturing which employ laborers, little change in employment of laborers is anticipated. Automation will offset the need for manual labor in areas of production.

Overall, farm workers will continue to decline through the 1970's, but at a slower rate than in the past. The area most affected is seasonal or part-time laborers. Farm technology enabling a farmer to increase productivity without increasing employment has contributed to the decline in laborers. Also, the increase in minimum wages has forced farms to cut back in the number of laborers hired. The decline in laborers has resulted in a leveling off and some cases an increase in the hiring of full-time farm managers, foremen and workers.



Students planning careers should insure that their preparation is related to what they want to do in life. Looking at such occupations as (top 1-r) a lawyer, air conditioning-refrigeration technicians, seamstress or (bottom 1-r) a brick mason, electrical engineer and data processor, reveals that different skills and training levels are involved with different occupations.

## Different Occupations Require Different Training

Selection of an occupation is often the single most important decision ever rendered in terms of impact on a young person's lifestyle and happiness. Equally important in terms of time and money is preparation.

The world of work consists of thousands of occupations. Training for these occupations can be gained in a "variety of ways."

Professional occupations such as engineers, doctors, teachers, for example, require specialized knowledge and college graduation or experience that provides comparable knowledge.

Closely related to the professions is a wide variety of technical occupations. People in these occupations, for exam-

ple, work with engineers, scientists, physicians and other professional personnel.

It has been said, "for every doctor needed in the work world, 25 technicians are needed to help him out." Training for technical occupations may be obtained in technical institutes, junior colleges, and other schools, or through equivalent on-the-job training.

Another example is skilled workers such as electricians, plumbers and machinists. A large proportion of skilled workers learn their trades through informal on-the-job training or apprenticeship programs.

Large numbers of young men and women also acquire skills in the armed forces.

Training for many skilled occupations may also be obtained through vocational-technical programs in high school, junior colleges or technical institutes.

The moral to this story is "not everyone prepares for the world of work in the same way." Different occupations require different training.

Several sources such as the Occupational Outlook Handbook published by the U. S. Department of Labor detail the training requirements for different occupations and the best place to receive instruction.

Catalogues or information about various training programs and institutions are available or at least should be from counselors in public libraries, or the facility providing training. The Texas Employment Commission located in 125 Texas cities has the handbook as well as other materials readily available for use.

Companies which utilize occupations of interest to an individual should also be contacted as many often have their own apprenticeship or on-the-job training programs tailored to their own specific needs. Telephone, power, construction, and chemical companies are good examples.

Military personnel with six months or less of active duty remaining should contact their unit commander for information on Project Transition. Training is available in a variety of occupational areas that will enhance employment opportunities upon return to civilian life.

#### A Basic Education is Important

The amount of basic education (English, math, history, science, etc.,) young people possess often determines their accessibility to educational training facilities beyond high school which are imperative to the development of some skills needed to find meaningful and rewarding employment that leads to a bright future. A high school diploma or its equivalency has become a standard passport for entry into many of these facilities.

For high school graduation in Texas, all students are required by law to complete at least 16 units in specified areas plus an additional two units in

#### Minimum State Requirements for High School Graduation

| <u>Course</u>                                                                                                      | <u>Units</u> |
|--------------------------------------------------------------------------------------------------------------------|--------------|
| English                                                                                                            | 3            |
| Math                                                                                                               | 2            |
| Science                                                                                                            | 2            |
| World History or World Geography                                                                                   | 1            |
| American History (includes second year of<br>2 year program begun in Grade 8)                                      | 1            |
| American Government                                                                                                | ½            |
| Electives (from state approved list which<br>includes academic, vocational, industrial<br>and technical offerings) | 6½           |
| Total                                                                                                              | 16           |

NOTE: Local school boards may require additional credits for graduation.

physical and health education courses. Local school boards may require additional credits for graduation.

Anyone who has departed the high school system for one reason or another prior to graduation, may obtain an equivalency diploma through the General Education Development Program (G.E.D.). To participate in this program in Texas one must be over 17 years of age and have been out of school for one academic year.

There are five tests involved to be taken over a span of several days covering Social Studies, Literature, Natural Science, Math, and Grammar. Advanced study for these tests is not recommended.

There are 140 testing centers spaced out across the State. Information as to where these centers are located can be obtained by contacting high school or colleges or by writing "Director, Adult and Continuing Education, Texas Education Agency, 201 East 11th, Austin, Texas, 78701."

#### Programs to Help All People

The G.E.D. is but one program aimed at helping people better themselves. Many local school and community college districts offer day and evening programs in adult education aimed at improving an



Adult education programs enable people to develop or upgrade skills or retrain in an effort to find meaningful employment.

adult's literacy level as well as computation skills.

Adults 17 years of age or older can receive instruction in such areas as reading, writing, math, etc. Normally there is no tuition charge.

Proprietary schools also offer a variety of vocational-technical offerings. Many of these schools such as cosmetology and business are listed in the yellow pages of most phone directories.

In an effort to meet the needs of all people, numerous federal, state and local programs have been established under such headings as Manpower Development Training and Office of Economic Opportunity.

Manpower Development Training Programs, for example, allow for the retraining of workers whose skills have become obsolete or those people who are without skills needed for entry into the labor market. Training in such areas as welding, clerical work and automobile repair is given on-the-job or through classroom instruction.

Information regarding these programs

can be obtained through contact with the local mayor's office or the nearest Texas Employment Commission Office.

#### Vocational Training in High School

Students in high school who are interested in but not enrolled in a vocational, technical or occupational program, should contact their school counselor or a teacher in one of these areas. Such training does not hurt students' chances for college but rather serves to insure their "employability," if and when they seek a job.

Schools that do not have vocational-technical-occupational programs to meet the interests of all students, should write the "Department of Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas, 78701," to determine if there is an area school that students may attend.

Many community colleges offer vocational, technical and occupational programs for high school students. Contact should be made with a college nearby or the Texas Education Agency at the above address.

#### Training Costs Money

Some people might not be able to train for a specific occupation without financial aid. There are many existing financial programs aimed specifically at aiding the needy, disadvantaged, or the military veteran.

For information on financial programs, contact counselors or student loan departments of public or private colleges, technical or vocational schools. Many proprietary schools also have aid programs.

Information covered in this section is aimed solely at acquainting people with the many training facilities available. For specific information on a school, college, or course of study make contact with school, college or Texas Employment Commission counselors in or nearby one's area, or with trade associations and employers. Phone numbers and addresses of training facilities or companies are listed in the white and yellow pages of most phone directories.

# Landing a Job

and

## Progressing in It

Landing a job is often looked upon as a mere formality, frosting on the cake, or the nightcap to years of grueling training that began way back in kindergarten.

Studies reveal that few people ever use forethought or planning in seeking employment. Most people, expecting a job to be waiting for them upon completion of training, seldom concern themselves with where to look for work or even evaluating jobs.

Jobs are seldom waiting for people. They have to be sought out and found. People, who give little forethought or planning to finding a job, often find the job market a maze of blind alleys which reap only discouragement and bewilderment.

There are as many variables to landing a job as there are people looking for a job; however, most employers agree that successful attainment of "rewarding and meaningful" employment will be greatly enhanced if people are familiar with: where to look for job listings, how to write a job application and/or resume, how to conduct an interview, and post-interview evaluation.

Of equal importance to job seekers is how to hold a job, gain satisfaction from it and improve on the job.

### Where to Look

Seeking employment involves utilizing employment services, trade associations, school placement centers, newspapers, friends, relatives and employers. Job hunting should be viewed as a full-

time job with overtime until an individual has landed the job he or she wants.

A good contact in searching for a job is the Texas Employment Commission. TEC has listings covering the entire job spectrum.

Their staff of interviewers will talk to people about their interests, qualifications, skills, experience and provide testing programs to match them with employers who need their skills.

An added feature of TEC is the "job bank" now in operation in San Antonio, Houston, Dallas-Fort Worth, Beaumont, Orange-Port Arthur, El Paso and Corpus Christi with additional banks opening soon in other Texas cities. The bank lists all job openings filed with the agency in a certain geographic area. Job seekers can review the day's listings and discuss their choices with interviewers who arrange appointments with employers.

Private employment agencies, like TEC, have multi-listings. However, they operate for a profit and may charge people if they find a job for them. There is no charge if they don't find a job. Private agencies are listed in both the yellow pages of local phone directories and in newspapers under "Employment Services."

Trade and professional associations are often helpful in directing an applicant to an employer. If job seekers have training or experience in some trade, call or visit that association. They are listed under Business and Trade organizations and associations in the yellow pages.

Newspapers are one of the best sources for immediate job information. Jobs are listed under several headings--Help Wanted Male or Female, Professional Employment, etc.

Many colleges and high schools are attempting to bridge the gap between the classroom and work world through placement activities and cooperative programs. To see if such programs exist in your

'...job hunting

is a full-time job...'

DEBRA ANN GREENE

3114 Salem Meadow Circle Tel: (817) 488-4423 Fort Worth, Texas 76116

position  
sought Licensed Vocational Nurse in a general hospital.

work  
experiences Employed (1970-present) as an LVN at nursing home concerned with care for the elderly. Work emphasis on bedside patient care such as taking and recording temperatures and blood pressures, changing dressings, administering certain prescribed medicines and helping patients with personal hygiene. Assist doctors and registered nurses in examining patients and in carrying out complex nursing procedures.

educational  
background Worked as a nurses aide (1966-68) at a nursing home for the elderly through a cooperative part-time health occupations training program while a senior in high school and for one year full-time after graduation. Obtained on job experience in answering patient's bell calls and delivering messages, serving meals, feeding patients who are unable to feed themselves, making beds, and bathing and dressing patients. Also gave massages, took temperatures, and assisted patients in getting out of bed and walking.

activities Completed Licensed Vocational Nurse Certificate Program, Tarrant County Junior College, 1970. Passed State Board Exams and licensed to practice in Texas, 1970. Graduated from high school in 1967.

personal Member of Texas Licensed Vocational Nurses Association...member of local Jaycee-ette chapter...responsible for initiating a first aid training program within the community sponsored by the Jaycee-ettes whereby any interested citizen, young or old, can learn basic first aid techniques...Enjoy recreational activities such as swimming, tennis and volleyball.

references Born 1949...5' 4", 114 pounds...Health excellent...Married, one child.

Mrs. Mary Reed, R.N., Greenwood Nursing Home, 4242 Spencer Highway, Fort Worth, Texas, 76116, Telephone (817) 488-6370

Rev. John Davidson, Pastor, South Central Baptist Church, 1616 South Columbia, Fort Worth, Texas, 76116, Telephone (817) 428-5126

Mrs. Sue Henson, Program Director, Tarrant County Junior College, Northeast Campus, 828 Harwood Road, Hurst, Texas, 76053, Telephone (817) 218-7680.

Resumes are required for some jobs and can be used to enhance employment opportunities for others. These forms will vary in style, but almost all contain a written narrative of an applicant's personal and family background, education, civic positions, work experiences and usually several character references.

school or college, contact your counselor.

Friends, relatives and even acquaintances often have firsthand information so don't hesitate to ask them. If you are looking for a particular type of job, a few direct calls to employers may bring results. These can save time and money.

#### Applications/Resumes

Application blanks and resumes are two of the most important but yet underrated elements in the employment process. The first contact with an employer is through one or both of these forms. How well they are completed will largely

# Employment Application

## MEMORIAL CITY HOSPITAL

Greene Debra A.  
 Last Name First Name Middle Initial  
 3114 Salem Meadow Circle Fort Worth Texas 488-4423  
 Street Address City State Phone Number  
 Date of Birth April 3 1949 Place of Birth Austin Texas  
 Month Day Year City State  
 Male \_\_\_\_\_ Female ☒ Social Security Number 337-36-8584  
 Single \_\_\_\_\_ Married ☒ Are you a veteran? Yes \_\_\_\_\_ No ☒  
 Height 5 4 Weight 114 Branch of Service \_\_\_\_\_  
 Ft. In. Pounds Did you receive an honorable discharge? Yes \_\_\_\_\_ No \_\_\_\_\_

Minimum Acceptable Salary \$550  
 High School Attended Uniondale High School Fort Worth Texas  
 Name of School City State  
 Completed High School? Yes ☒ No \_\_\_\_\_ Date Completed: Month June Year 1967  
 If you did not complete high school, list other special training or awards. \_\_\_\_\_

| Colleges or Universities Attended | Dates     | Degree/Certificate Received | Date    |
|-----------------------------------|-----------|-----------------------------|---------|
| Tarrant County Junior College     | 9/69-9/70 | LVN Certificate             | 9/05/70 |
| _____                             | _____     | _____                       | _____   |
| _____                             | _____     | _____                       | _____   |

## PREVIOUS EMPLOYMENT

In the following blanks, give a complete record of employment you have had for the past 10 years. Begin with your present position and work back. Explain all major periods of unemployment.

May we consult your present or past employers? Yes ☒ No \_\_\_\_\_  
 Dates of Employment (Include Month and Year) Title of Your Position Salary  
 From 10/28/70 To Present LVN \$500.00  
 Firm Name and Address Greenwood Nursing Home 4242 Spencer Highway  
 Reason for Leaving (Still employed)  
 Description of Work Work emphasis on bedside patient care such as taking and recording temperatures and blood pressures, changing dressings, administering prescribed medicines, and assisting doctors and registered nurses in examining patients and carrying out complex procedures.  
 (Over)

A job application is one of the most important elements in the job seeking process. Success or failure in landing a job is greatly influenced by how well this form is completed. It will vary in style and size from one employer to the next, but most require the same basic information such as personal and family backgrounds, training and skills, and work experience.

determine if an interview is granted.

Almost all jobs require at least an application blank to be completed. This form generally covers personal and family backgrounds, training and skills, and work experience.

Resumes are required for some jobs and can be used to enhance employment opportunities for others. This form is a written narrative of an applicant's personal and family background, education, civic positions, work experiences and usually contains several character references.

Surveys reveal that most people don't know how to fill out job applications and resumes correctly. School and public libraries have numerous sources depicting the proper techniques in completing these forms. Counselors should also be contacted for direction and help.

#### Interviewing

A job applicant's chances for employment depend largely on how well an interview goes. Because an interview involves face to face contact with an employer, concern should be given to good grooming, appropriate dress, and a genuine interest in the job sought.

Most employers are not qualified employment specialists able to match people's abilities and training with a job's requirements; therefore, job seekers should be prepared to take control of the situation and explain to him how their background fits his requirements.

Job seekers should also stand ready to not only answer questions about their background, weaknesses, and future ambitions, but also be prepared to ask questions about the company and qualities an employer believes an applicant should have for the job.

Many people enter job interviews with misgivings about the job itself. This is human nature. Any doubts or ill-feelings should be set aside in favor of an open mind with any decision about the job in question reserved until after the interview when all the facts have been gathered.

Before any job is accepted, job seekers should carefully evaluate the pluses and minuses of the job in rela-

tion to their abilities, interests, and aptitudes. Not all jobs fit all people.

People should accept jobs that best utilize their abilities and will hold their interest. Libraries contain numerous books on interviewing.

#### Holding a Job and Progressing in It

Employees have certain responsibilities to their employers. They should be punctual and should always do their best. If employees do not understand aspects of their job, it's their responsibility to ask questions.

Employers also have responsibilities to employees. They should insure that their employees are paid properly; have ample time off; medical benefits; and understand the job at hand.

Progressing on a job is dependent largely on gaining experience, but it also may entail additional training or further education. As new machinery or methods of getting a job done are introduced, employees, if they are to progress or hold their job, will need additional training or education.

A good example is an airplane mechanic. At one time he worked strictly on prop engines. When jet propulsion engines arrived on the scene in place of props, this same mechanic faced one of three alternatives--unemployment, additional training, or retraining.

#### Job Competition

The important thing to remember in seeking employment is that other people are looking for jobs too. The success people may or may not have in finding a job hinges on knowing where to look for job openings and how to adequately prepare for employment.

The best jobs don't always go to the best qualified people, but rather to the best qualified applicants or those who know how to look and apply for a job.

School counselors, public libraries, book stores, and often friends should have materials or know of materials that are valuable in searching for employment and preparing for interviews. Some of these books are in the back of this publication. An old saying, "he who hesitates is lost" is a shocking reality in the job market.

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\*Basic essentials to any occupational information library.

**'If a man does not keep pace  
with his companions,  
perhaps it is because  
he hears a different drummer.  
Let him step to the music  
which he hears,  
however measured or far away'**

**-Henry David Thoreau**